

H. Joel May 30

AN EASY
INTRODUCTION
TO THE
English Grammar.

Composed for the Conveniency of
Children under Seven Years of Age.



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INTRODUCTION

TO THE

English Grammar

Compiled by the Committee of

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P R E F A C E.

Parents and Guardians,

TO rear the tender Thought, to pour the fresh Instructions o'er the Mind, must be acknowledged an arduous Task. Young Children at first setting out tread upon strange Ground; the Way is rugged and intricate; their Judgments are weak; and however strong their Memories may be, they are incapable of thinking strongly; nay, it frequently happens, that their Inclinations to learn are not equal to their mental Abilities. For these and other Reasons, I think something more to be necessary than *mere Learning* in a Preceptor. *Application, Contrivance, Method, Taste,* and a certain *Aptitude* to convey Instruction, are as expedient as those Requisites vulgarly termed *Qualifications*: And the Man who wants the *first* will, I am fully persuaded, in vain exercise the *last* for any good Purpose, — *except the important one of getting Money.*

For

For my own Part, the Aim of all my Endeavours is directed, — to soften the Dispositions of Youth, — to polish their Manners, — to improve their Morals, — and to teach them somewhat more than the Arts of Writing, turning over a Dictionary, and construing literally a few Scraps out of a dead Language. To this End they are taught such Branches of useful Knowledge, as are thought suited to their different Capacities, tender Years, and proposed Settlements in Life. They begin with such preparatory Grounds as are most simple, and are thoroughly lectured in them. They are instructed in the Rudiments of the *English, Latin, and Greek* Languages; in the most *useful* Subjects of Literature, and the fine Arts; in *Writing* and *practical Arithmetic*; and in the several Methods of *Book-keeping* now in use. While this is doing, *select Books, Natural History, Geography, Astronomy, and Drawing* are introduced, in order to temper more severe Studies, and relieve the Mind under its Application to Classical Learning.

It cannot be expected I should, nor is it in my Power to enumerate the peculiar Rules, Methods, and Manners of Instruction I adopt, which indeed are as various as the Ages, Capacities, and Circumstances of Children: But I flatter myself, that I *have* opened a better Way to the Attainment of Knowledge than the *common* beaten Road, and pursued a better Course of Education than the ordinary, unpleasant, and in general, to Youth, unprofitable one. Yet I would not, by saying this, be understood to affect a Superiority above the Teachers now in being. I profess only to avoid the well known Errors into which many of them (especially
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at inferior Grammar Schools) continue obstinately to this Day.

One capital Mistake, as it lies in my Way, I cannot refrain from animadverting on. It is a melancholy Truth, that Boys consume a Series of Years at the *dead Languages*, and when their Term is compleated are neither able to translate one *Latin* Sentence, nor understand any of the Principles of their Mother Tongue. It is no less true, that *British* Scholars, in order to be made *Roman* Orators, are finished compleat Blockheads; and without the least Regard to natural Capacity, are chained to the Oars of *Declensions* and *Conjugations*, until they are rendered unfit for Commerce, Trade, or even mechanical Employments. The Importance and Advantages accruing from an Acquaintance with the Classics, is universally allowed; but at the same Time it were to be wished, a proper Attention were paid to certain Arts and Sciences no less necessary, and useful, particularly the Elements of the *English* Tongue. Were these thoroughly inculcated by Masters, the Burden of School-Learning would be alleviated, and Instructors would perceive their Pupils advance in Literature with a swifter Progress, and learn even the more difficult Particulars of Education with Ease and Pleasure.

And this leads me to say something in Behalf of the following grammatical Performance; which the Reader will be pleased to remember is intended to be only *introductory*, and composed with a View to my *own Scholars*, for whose sole Use it has been written and printed.

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I have

I have only *one* Complaint to alledge against all the *English* Grammars I have hitherto seen, namely, they might with more Propriety be stiled *Treatises* on the Art of Grammar; being rather fit for the Improvement of Adepts in Language, than for the Ease and Encouragement of *young Learners*. This Inconvenience in particular obliged me to lay them aside, and likewise to supply the Want of them with a Work calculated chiefly for their Benefit, whose Interests I wish to promote to the utmost of my Abilities.

It is an invariable Rule with me, to teach Children first the Essence or Elements of Learning; and when I perceive these to be thoroughly digested, I proceed to Things of a higher and more difficult Nature; always paying a strict Regard to their Stock of Ideas, and various Improvements. It is also my Opinion, that the Rudiments of Languages should be made as easy as possible; and the plainer every Book designed for Children, the more beneficial it is likely to prove. Mean Capacities especially relish best what is soon attained, and with little Trouble; and daily Experience convinces me, that all Boys are equally pleased with short Lessons, and new Books.

Upon these Accounts I have attempted a Skeleton of Grammar; in which *young Beginners* will find the *Bonum et Utile* expressed, in, I hope, an easy, methodical, and concise Manner. As a Spur to Industry, and by Way of Incitement, long Explications, unnecessary Divisions, and Niceties that tend to puzzle and discourage, are omitted. Some Particulars

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Particulars have also been designedly left out, as they would have swelled the Book to too large a Size, and fatigued the Memory to little or no good Purpose. Nor must I omit to observe, that the Whole is disposed in such Order, and under such Heads, as I thought best accommodated to the Age of the Scholar, and the Ease of the Master. To which I beg Leave to add, that by the Use of this short Introduction it may be expected Boys will be gradually prepared to enter upon the *Latin Grammar*, and go through it much sooner than otherwise they would do, seeing I have all along studied as near a Conformity thereto, as the Analogy between the *Latin* and *English* Languages permit.

My Plan, I acknowledge, is taken from *Greenwood's Grammar*; and here and there I have adopted his Expressions, with little or no Alterations: Yet upon a Comparison this small Essay will be found widely different, both in Matter, Phrase, and Arrangement, from the above Gentleman's, or any other of the like Kind.

Such is the Nature, End, and Design of the present Undertaking. It may probably be supposed I am partial to my own Offspring; yet, if my *good Friends behind the Curtain* can allow me to know my own Sentiments, I declare, that should it answer the Purposes intended, the Thought that it may not outlive its Parent will not give me one Moment's Mortification. The meanest Production in *my* Eye is not without a Share of Merit when the Result of a laudable Intention; and I believe the present one was begun from such Motives,

tives; and is executed in such a Manner, as will justify the Attempt; and may I not hope too, render it acceptable to those, whose Approbation is the chief Aim in all my Labours. To your Judgment then I submit the Contents; to your's, and your's *only*, who are entitled to the honourable Appellation of *Parents and Guardians*.

CHICHESTER,
December the 16th, 1769.

Thomas Joel.





AN EASY
INTRODUCTION
TO THE
ENGLISH GRAMMAR.

CHAP. I.

Of Grammar.

Q. *WHAT is Grammar?*

A. Grammar is the Art of teaching
how to write and speak properly.

Q. *What is to speak and write properly?*

A. To speak and write after the Custom and Manner of the best Speakers and Writers.

Q. *What is English?*

A. A Language which the People of *England* use.

Q. *What is French?*

A. A Language which the People of *France* use.

Q. *What is Latin?*

A. A Language the antient *Romans* did speak.

B

LESSON

LESSON II.

Q. What do you call English, French, Italian, Spanish, and Dutch Languages?

A. Living Languages.

Q. Why do you call them so?

A. Because they are now spoken by certain Nations.

Q. What do you call the Latin and Greek Tongues?

A. Dead Languages.

Q. Why so?

A. Because in these Times they are not spoken by any one Nation.

Q. What mean you by the Words English Grammar?

A. English Grammar teaches the Art of speaking and writing English properly.

Q. Of what doth every Language principally consist?

A. Of Letters, Words, and Sentences.

Q. Does the English Grammar treat of these?

A. Yes; because all Speech and Writing are formed by Sentences, --- Sentences by Words, --- Words by Syllables, --- Syllables by Letters.

CHAP. II.

Of Letters.

LESSON III.

Q. WHAT is a Letter?

A. A Character, or Mark, in Printing and Writing, of an uncompounded Sound.

Q. What do you call the Letters used in the English Language?

A. The English Alphabet, and are in Number 26.

Q. What Sorts of Characters, as to their Shapes, are used in Printing?

A. Old English, Roman, and Italian.

Q. Which of these are in general Use?

A. Roman

A. Roman and Italian Letters; and these are named Capital and Small.

LESSON IV.

Q. How are the Letters of the Alphabet divided?

A. Into Vowels and Consonants.

Q. What is a Vowel?

A. A Vowel is a Letter which when pronounced makes a full and perfect Sound of itself.

Q. How many Vowels are there?

A. Five.

Q. Sound them.

A. a, e, i o, u.

Q. Is not the Letter y sometimes a Vowel?

A. Yes, and is put at the End of Words instead of i, as also is w instead of u.

LESSON V.

Q. When two Vowels meet together in one Syllable, what are such Vowels called?

A. A Diphthong.

Q. What is a Diphthong?

A. The meeting of two Vowels in one Syllable.

Q. How many Diphthongs are there in the English Tongue?

A. Fourteen.

Q. How do you divide the Diphthongs?

A. Into proper and improper.

Q. What is a proper Diphthong?

A. A perfect mixed Sound of two Vowels in one Syllable; as *Aid*.

Q. What is an improper Diphthong?

A. When the Sound of but one of the Vowels is heard, as *Lead*.

Q. Do not two Vowels often come together that are not Diphthongs?

A. Yes; but then they make two distinct Syllables, as in the words *cruel*, *ruin*, and in proper Names.

Q. What

Q. What do you call the meeting of three Vowels in one Syllable?

A. A Triphthong; but the English Language has scarce any Triphthongs.

LESSON VI.

Q. What is a Consonant?

A. A Letter with which, when pronounced, is heard the Sound of a Vowel either before or after it, as m sounds like em, and p like pe.

Q. How many Letters in the Alphabet are Consonants?

A. Twenty-one.

Q. How do you divide the Consonants?

A. Into Mutes, Liquids, and double Letters.

Q. Sound the Mutes.

A. b, c, d, f, g, j, k, p, q, t.

Q. Sound the Liquids.

A. l, m, n, r.

Q. Sound the double Letters.

A. x and z. h, s, and w are called Neuters.

Q. What are Consonants that begin and end Words called?

A. Initial and final Letters; and of these some are single, some double, and some treble Consonants.

CHAP. III.

Of Syllables.

LESSON VII.

Q. WHAT is a Syllable?

A. One or more Letters taken together, and sounded in one Breath.

Q. What Letters compose or make Syllables?

A. A Syllable may be made with one single Vowel, as o-pen, e-vil, a-base; or with a Vowel joined to one or more Consonants, as Man, Cha-ri-ot, Squir-rel.

Q. Cannot

Q. Cannot the Consonants make Syllables with Vowels?

A. No. A Syllable cannot be founded without a Vowel; and generally as many Vowels as are in a Word, of so many Syllables is that Word.

Q. How many Letters may be in a Syllable?

A. Any Number from one to eight.

Q. How many Syllables in a Word?

A. Not more than seven or eight.

LESSON VIII.

Q. Is not a certain Time or Measure observed in pronouncing Syllables?

A. Yes, called Quantity.

Q. Every Syllable may therefore be?

A. Long or short, and some Syllables very long or very short.

Q. When is a Syllable long?

A. When the Vowel or Diphthong in it has a long Sound, and when it ends with the Vowel e, as Meat, Wine, Hard, No-tice.

Q. When is a Syllable short?

A. When the Vowel is short, or when it ends with one or more Consonants, as Head, Bed, Cat, win, met, not.

Q. What do you understand by the Word Monosyllable?

A. A Word of one Syllable.

Q. Dis-syllable?

A. A Word of two Syllables.

Q. Tri-syllable?

A. A Word of three Syllables.

Q. Poly-syllable?

A. A Word of many Syllables.

C H A P. IV.

Of Words.

L E S S O N IX.

Q. WHAT are Words?

A. The Means by which we convey our Thoughts to each other, of all we see or understand, in Writing and Conversation.

Q. What do Words arise from?

A. The Letters of the Alphabet variously disposed.

Q. Into how many Classes may all Words used in Discourse and Writing be divided?

A. Into eight Classes.

Q. What Names have Grammarians given them?

A. They are called Eight Parts of Speech.

Q. Name them.

A. Noun, Pronoun, Verb, Participle, Adverb, Conjunction, Preposition, Interjection.

L E S S O N X.

Q. Is not every Word used in speaking and writing one of the Eight Parts of Speech?

A. Yes. Every Word is one, either of the *Nouns* (or Names of Things) --- *Pronouns* (or personal Names used instead of Nouns Substantives proper) --- *Verbs* (or Words of Affirmation) --- *Participles* (or Words derived from Verbs) --- *Adverbs* (or little Words added to other Words) --- *Conjunctions* (or little Words that join Sentences together) --- *Prepositions* (or Words placed before other Words) --- *Interjections* (or Words that express Passion.

Q. Which are the principal among these, or the main Parts of Speech?

A. The Noun Substantive and Verb.

Q. Give me a Reason why they are so?

A. Because no Sentence can be formed without their Assistance,

Assistance, and many may by them alone; as, *Boys play; --- The Master heareth; --- Books are to be read.*

CHAP. V.

Of Nouns-Substantives and Nouns-Adjectives.

LESSON XI.

Q. YOU say the first Part of Speech is Noun, what do you mean by a Noun?

A. A Noun is a general Name, expressing either the Thing itself, or any Property belonging to a Thing.

Q. May not Nouns therefore be divided into two Kinds?

A. Yes, called Nouns-Substantives and Nouns-Adjectives.

Q. What is a Noun-Substantive?

A. The Name of whatsoever Being or Thing we see, or can discourse of, and has frequently a, an, or the before it, as a Boy, the Book, an Eye.

Q. What is a Noun-Adjective?

A. A Word that expresseth the Qualities or Attributes of a Thing, as good, wise, black, long, short.

LESSON XII.

Q. Are there not two Kinds of Nouns-Substantives?

A. Yes, called proper and common,

Q. What do you mean by a Noun-Substantive proper?

A. A Noun Substantive proper marks out Particulars of a Kind from each other; and such are the Names of Persons, Countries, Cities, Towns, Mountains, Rivers, as John, England, London, Thames, &c.

Q. What do you mean by a Noun-Substantive common?

A. A Word that expresseth a whole Kind, as a Man, a Bird, a Tree.

LESSON XIII.

Q. How do you know a Substantive from an Adjective in a Sentence?

A. In

A. In this Sentence, *Boys are sometimes Idle*, I know the Word *Boys* is a *Substantive*, because the Name of a Thing; and the Sentence wants no other Word to explain its Meaning.

Q. How do you know an *Adjective* from a *Substantive*?

A. Because in this Sentence, *I see a swift*, the Word *swift*, and every other *Adjective*, requires to be joined with a *Substantive* to make Sense, as *I see a swift Horse*.

Q. In the following Sentences tell me which are *Substantives*, and which *Adjectives*? and the Reason why?

---good---love to learn---idle Boys deserve Chastisement
 ---I love ripe---I have seen a fine---John loves Pudding
 ---Charles is a wise---Cattle feed in Meadows---Horses drink Water---London is a large---Ships sail in the Sea
 ---Fowler is a snarling---Courage is an amiable---Cowardice is base---The Corn grows---A Cock crows---An Eagle flies high.---

CHAP. VI.

Numbers, Cases, and Genders of Nouns.

LESSON XIV.

Q. WHAT do you mean by *Numbers*?

A. The Distinction of *one* from *many*.

Q. Have English *Nouns* *Numbers*?

A. Yes, *two*, the *singular*, and the *plural*.

Q. When is the *singular* *Number* used?

A. In speaking but of *one* Person or Thing; as a *Book*, a *Dog*, a *Boy*.

Q. How do you know the *plural* *Number*?

A. Because it speaketh of *more than one*, as *Books*, *Boys*.

LESSON XV.

Q. How would you write the *plural* *Number*?

A. By putting *S* to Words of the *singular* *Number*; sometimes

sometimes *es*, sometimes *ves*, as a Pig makes *Pigs* ;
 --- Church, *Church-es* ; --- Calf, *Calves*.

Q. When is the plural Number made with es ?

A. When the singular ends with *ch*, *sh*, *ess*, or *x*, as
Branch-es, *Glass-es*, *Tax-es*.

Q. What Words make their plural by ves ?

A. Words which end in *f* or *fe*, as *Calf* makes *Calves*,
 -- *Knife*, *Knives* ; -- *Leaf*, *Leaves*.

Q. Do all Words make their plural Number by adding s or es to the singular ?

A. No, and such Words are said to be *irregular*, thus
Die makes *Dice* ; -- *Mouse* makes *Mice* ; -- *Louse*, *Lice* ; --
Goose, *Geese* ; -- *Penny*, *Pence* ; -- *Tooth*, *Teeth* ; -- *Foot*,
Feet ; -- *Sow*, *Swine* ; -- *Man*, *Men* ; -- *Child*, *Children*,

LESSON XVI.

Q. Have all Words in the English Tongue a singular and a plural Number ?

A. Some Words have no *singular* Number, as *Breeches*,
Tongs, *Wages* ; --- some Words have no *plural* Number,
 as the Names of Men, Women, Cities, Countries,
 Mountains, Rivers, Virtues, Vices, Metals, --- also the
 Names of most Herbs, --- and some Words are alike in
 both Numbers, as *Deer*, *Sheep*, *Horse*.

Q. Have Nouns-Adjectives different Numbers ?

A. No ; for we say a *wise Man* in the *singular*, and
wise Men in the *plural* Number.

Q. Tell me the Numbers of the Nouns following, a Tree,
Sticks, *Blushes*, *Thieves*, *Children*, *Men*, *Bellows*, *Lon-*
don, *John*, *Courage*, *Drunkenness*, *Silver*, *Barley*,
Bread, *Ale*, *Butter*, *Beer*, *Fern*, *Sheep*, *black*, *white*,
fair, *idle* ?

LESSON XVII.

Q. What is meant by Cases of Nouns ?

A. Their different Endings.

Q. What Languages admit of different Endings to Nouns?
or, as they are called, Variations of Nouns ?

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A. The

A. The Latin and Greek Languages.

Q. Has the English Tongue a Variety of Cases?

A. Latin Nouns are declined with six Cases, but the English have only one, called the Genitive Case, which ends in the singular and plural with s.

Q. The plural Number you said ends in s, how then do you know the Genitive Case from that?

A. The Genitive Case is known by s and an Apostrophe, as Men's Nature, or the Nature of Men,

POPE'S POEMS.

Q. If the English have but one Case, how are the Number of Cases in the Latin Language supplied?

A. By Words put before Nouns, called Particles, or Prepositions, such are a, an, the, of, to, from, with.

LESSON XVIII.

Q. What do you mean by Gender?

A. The Way of distinguishing the Male from the Female Sex.

Q. Of what Gender do you name Nouns that stand for the Male?

A. Of the Masculine; and those that stand for Females of the Feminine.

Q. Are the Genders of Nouns expressed the same Way in the English as in the Latin and other Languages?

A. No.

Q. How then is the Difference of Sex denoted in English?

A. 1st, By different Words, as Brother for the Male, Sister for the Female, 2dly, By certain Substantives and Adjectives put before other Words, as, Male-Child, Female-Child, He-Goat, She-Goat, Man-Servant, Maid-Servant, Cock-Sparrow, Hen-Sparrow. 3dly, Some Words distinguish the Sex by the ending es, as, Abbot, Abbess, Actor, Actress; and two Words by ix, as Administrator, Administratrix.

LESSON XIX.

Q. What are the Words commonly used to express the Difference of Sex by?

A. He

A. He and She. He is used when we speak of the Male, She when we speak of the Female; but when we speak of a Thing without Life, and which has no Sex, we should use the Word it.

Q. Attend diligently to the under-written List of Words, and tell me the Sex they distinguish.

<i>Male.</i>	<i>Female.</i>	<i>Male.</i>	<i>Female.</i>
Batchelor	Maid	Abbot	Abbess
Boar	Sow	Actor	Actress
Buck	Doe	Adulterer	Adulteress
Bullock	Heifer	Ambassador	Ambassadress
Drake	Duck	Count	Countess
Gander	Goose	Duke	Duchess
Horse	Mare	Electer	Electress
Nephew	Niece	Emperor	Empress
Peacock	Peahen	Governor	Governess
Ram	Ewe	Heir	Heiress
Widower	Widow	Jew	Jewess
Bridegroom	Bride	Lion	Lioness
Drone	Bee	Marquis	Marquess
Friar	Nun		or
Milter	Spawner		Marchioness
Stag	Hind	Master	Mistress
Wizard	Witch	Prince	Princess
Shepherd	Shepherdess	Prior	Prioress
Tutor	Tutress	Patron	Patroness
Viscount	Viscountess	Poet	Poetess
Sloven	Slut	Prophet	Prophetess

C H A P. VII.

Of Nouns Adjectives, and Degrees of Comparison.

LESSON XX.

Q. DO Adjectives in English admit of different Endings, Number, and Gender?

A. No.

A. No. Adjectives never vary, nor do they agree with Substantives in Case, Gender, and Number.

Q. What Relation then have they to Substantives?

A. They stand generally before the Substantive, as, *good Boys love faithful Instructors.*

LESSON XXI.

Q. You said in a former Lesson *a* and *the* are placed before Substantives, are they set before all Kinds of Substantives?

A. They are not set before *Pronouns Substantive* nor *proper Names*, nor the Names of *Virtues, Vices, Metals, Corn, and Herbs.*

Q. Have not the Adjectives *a* and *the* a particular Use?

A. *a* leaves the Sense of the Word it is put before undetermined to what Particular is meant; but *the* shews a particular Person is meant in speaking and writing; thus, *a* Man means some Man or other; *the* Man, some certain Man, well known, of whom Mention had been made before.

LESSON XXII.

Q. What is meant by Degree of Comparison?

A. Comparing Things between one another; as in Nature Things differ in Degrees of Quality and Excellency, so in Language Words and Terminations have been chose, to express those Degrees. Thus of three Women, one we say is *fair*, another *fairer*, and the third *fairest*.

Q. How many Degrees of Comparison are there?

A. Three Degrees of Comparison, named by Grammarians *positive, comparative, superlative.*

LESSON XXIII.

Q. When is the positive Degree used?

A. When a Person or Thing is said to be so and so, without having Relation to, or being compared with another Person, or Thing, as, *a wise Man, soft Wool,*

Q. When

Q. When is the comparative Degree used?

A. When two Persons are compared together, or a Thing is said to be *more* such than another; thus we say one Woman is *fairer* than another, and one Stick *longer* than another.

Q. When is the superlative Degree used?

A. When many Persons or Things are compared together, or to express a high Degree of Excellency, *without Comparison*; thus of three fair Women we say one is *fairest*, and declare such a Man is the *wisest*, or *best* Painter known.

LESSON XXIV.

Q. How is the positive Degree formed in Writing?

A. Properly speaking this is no Degree, no Comparison being made, and is only an Adjective simply expressing a Person or Thing to be so and so; as hard, soft, black, long, short, good, bad, &c.

Q. How is the comparative Degree formed?

A. In general by adding *r* or *er* to the simple Adjective, and sometimes by the Words *more*, *better*, *too*, *less*, *not so*, *not equal to*; thus we say one Thing is *more* excellent, *better* roasted, *too* hard, *less* pleasing, *not so* sweet, *not as* good, and *not equal to*, another Thing.

Q. How is the superlative Degree formed?

A. In general by adding *st* or *est* to the simple Adjective, and sometimes by the Words *most*, *best*, *least*, *very*, *vastly*; as of three or many Persons or Things we say one is, or some are, *fairest*, *strongest*, *most* worthy, *best* natur'd, *vastly* superior, *very* good.

LESSON XXV.

Q. What other Words are used to express very high Excellencies or Deficiencies?

A. The Words *beyond*, *above*, *by far*, *uncommonly*, *exceedingly*, *beyond Expression*, or *beyond Comparison*; thus we affirm of Persons, or Things, they are *beyond* others in Ability, *by far* preferable, *uncommonly* charming, *ex-*
E
ceedingly

ceedingly to be esteemed, beyond Expression fair, by far the most odious.

LESSON XXVI.

Q. Are all Adjectives compared by the Rules already mentioned?

A. No. The Adjectives good, little, bad, are said to be irregular in their Comparisons.

Q. I would hear you form the irregular Comparisons?

A. Positive, good,--- comparaitve, better,--- superlative, best.---- Bad or ill, worse, worst,--- little, less, or lesser, least.

Q. Do all Adjectives in the English Language form Degrees of Comparison?

A. Nouns expressive of Number do not, such are one, two, first, second, &c. also the Words all, some, any, such, each, every, other, another, next.

Q. Do not Substantives form Comparisons?

A. No; Adjectives only have Degrees of Comparison.

LESSON XXVII.

Q. Tell me the comparative and superlative Degrees of the following Adjectives? high, short, white, long, sweet, good, broad, big, natured, charming, learned, little, one, all.

Q. Of what Degrees of Comparison are the following Words? very high,-- broader,-- exceeding sweet,-- most fair,-- brightest,-- best shaped,-- good Boys,-- idle Boys,-- vastly improved,-- more blessed,-- less valiant,-- uncommonly ugly,-- not so industrious,-- equal to him in Power,-- not so good a Pudding as the last,-- very good Apples.



C H A P. VIII.

Of Pronouns.

L E S S O N XXVIII.

Q. *WHAT is a Pronoun?*

A. A *personal Name*, used in all Respects as a Noun.

Q. *When are the Pronouns used?*

A. When we speak of ourselves, to another, or of another; and these three Heads are called by the Name of *Persons*.

Q. *What Peculiarities belong to Pronouns?*

A. They have two Numbers, three Persons, and a leading and following State.

Q. *Name some of the Pronouns?*

A. *I, Thou, You, He, She, Her*; these are called *personal Pronouns*; *what, who, and which*, *Relatives*; *this and that* *Demonstratives*.

Q. *What is meant by the leading and following State?*

A. A Pronoun is said to be in a *leading State* when it goes before a Verb, as *I love*, and in a *following State* when it comes after the Verb, as *love me*.

L E S S O N XXIX.

Q. *What Pronouns are of the first Person, and what their States?*

A. *I* is a Pronoun of the *first Person*, singular Number, leading State; and its following State is *Me*. *We* is the first Person, plural Number, leading State; and its following State is *Us*.

Q. *What Pronouns are of the second Person?*

A. *You* or *Thou* is a Pronoun of the *second Person*, singular Number, leading State; and its following State is *Thee*. *You* and *Ye* are of the *second Person*, plural Number, leading and following States.

Q. *What Pronouns are of the third Person?*

A. *He,*

A. He, She, it, are Pronouns of the third Person, singular Number, leading States; They is the third Person, plural, leading State, and its following State is Them.

LESSON XXX.

Q. How are the Pronouns who and what used?

A. Who is commonly used in asking a Question, and its following State is whom; who is also used when we speak of Persons, but what when we speak of Things.

Q. How is which used?

A. Which like who is an interrogative Pronoun, (that is,) used in asking a Question; and it is sometimes a relative, (that is,) has Relation to a Substantive expressed or understood; as, which Way will you go? which (Way) you like best.

Q. What have you to observe concerning the Pronouns this and that?

A. They are named Demonstratives, because they shew what particular Person or Thing you mean; --- this makes in the plural these, that makes those, and are used when we speak both of Persons and Things.

CHAP. IX.

Of Verbs.

LESSON XXXI.

Q. WHAT is a Verb?

A. An Affirmation, and is the principal Word in every Sentence.

Q. What do Affirmations, or Verbs, express?

A. Being, doing, suffering, and the Want of them.

Q. What do Words that signify being affirm?

A. Being in some Posture, or Situation, or some Way or other affected, as to be, to sit, to stand, to lean.

Q. What

Q. What do Words that signify doing affirm?

A. All Manner of Action, as to play, to fight, to read, to write.

Q. What do Words that signify suffering affirm?

A. The Impressions that Persons or Things receive; as to be loved, to be beaten, to be wet, to be cold, to be hot.

Q. What are Affirmations called that denote Being?

A. Verbs Essential; or Verbs-Substantives.

LESSON XXXII.

Q. What are Affirmations called that denote Doing, or Action?

A. Verbs active.

Q. Have we in the English Tongue any Verbs passive, or single Words to express suffering?

A. No; for in English two or more Words are used to supply the Want of them; as, I was loved,---I have been beaten,---I should have been whipped.

LESSON XXXIII.

Q. What are the Accidents peculiar to Verbs?

A. Time, Moods, Persons, and Numbers.

Q. Are the Times of Verbs expressed in English, as they are in the Latin Tongue, by different Endings?

*A. No; in English the present Time is the Affirmation itself; as love; and the past Time only is expressed by putting to the present Time the Termination *ed*, as loved.*

Q. How then are the Times of Verbs expressed in English?

A. By Words called auxiliary Verbs, such are do, will, may, can, would, should.

LESSON XXXIV.

Q. How many Times belong to English Verbs?

A. If we consider an Action only as doing, done, or to be done, the Number will be three, namely, the present, or the Time that now is, the preter, or Time past, the future, or Time to come: But if we consider an

F

Action

Action as *doing To-Day, Yesterday, after Yesterday, to be done To-Morrow, or done in no set Time*, we may make *six Times*, *three* of the *imperfect Action*, and *three* of the *perfect Action*.

LESSON XXXV.

Q. Let me hear you distinguish the six English Tenses, or Times?

A. (1.) The present Time of the imperfect Action, as I read, or I am reading now, but have not yet done. (2.) The present Time of the perfect Action, as I have supped, and it is now done. (3.) The preter Time of the imperfect Action, as, I was reading then, but had not done. (4.) The preter Time of the perfect Action, as I had then read, and the Action was done. (5.) The future Time of the imperfect Action, as I shall Sup, or I shall be at Supper, but not then done. (6.) The future Time of the perfect Action, as I shall have supped, and have done.

LESSON XXXVI.

Q. What do you mean by Moods?

A. As Cases are the different Endings of Nouns, so Moods are the different Terminations or Endings of Verbs, and express their Forms, or the Manner of an Action.

Q. Are the Moods or Manners of Verbs expressed in the English Tongue as in other Languages, by Diversity of Endings?

A. No.

Q. How then would you express the Manner of an Action, whether it may or can be done?

A. With the Help of certain Words called auxiliary Verbs. Thus the Possibility of a Thing is expressed by can, or could; the Liberty of the Speaker to do a Thing by may or might; the Inclination of the Mind by will or would; and the Necessity of a Thing to be done by must or ought, shall or should.

LESSON

LESSON XXXVII.

Q. What do you observe concerning Persons and Numbers of Verbs?

A. The second and third Persons singular of the present Time are known by the Terminations est and etb, and the second Person of the preter Time by st, as I love, thou lovest, he loveth,---I loved, thou lovedst.

Q. Are the Persons of Verbs known by no other Endings?

A. No; for the Persons and Numbers of English Verbs are distinguished by the Pronouns, or any other Substantives, being put before them.

Q. Tell me the Persons and Numbers of the following Verbs, I love,-- We hear,-- You write,-- They play,-- He talks,-- You are idle,-- Boys laugh,-- Dogs bark,-- The Child cried.

A. The Verb love I know to be the first Person, singular Number, because the Pronoun I stands before it; which Pronoun I remember to be of the first Person, singular Number, and so of the rest.

Q. May not a Verb be used without having respect to either Time, Mood, Number, or Person?

A. Yes; and in such a State it is said to be indefinite, or infinite, and has always the Particle to before it.

LESSON XXXVIII.

Q. You have already told me that Words called auxiliary Verbs are put before Affirmations, to express Times and Moods, I would hear you form those auxiliary or helping Verbs, in Mood, Tense, Number, and Person.

Do and did

Denote emphatically the present and preter Times, and they are thus formed:

SING. I do, Thou dost, or you do, he doth, or does.

PLUR. We do, ye do, or you do, they do.

SING. I did, thou didst, or you did, he did.

PLUR. We

PLUR. We did, ye did or you did, they did.

Shall *and* will

Denote the future Time, and are thus formed:

SING. I shall, thou shalt or you shall, he shall.

PLUR. We shall, ye shall or you shall, they shall.

SING. I will, thou wilt or you will, he will.

PLUR. We will, ye will, or you will, they will.

Should *and* would.

Shall *makes* in the *preter* Time should; will *makes* would.

They are thus formed:

SING. I should, { thou shouldst, } or you should,
 { or shouldest } he should,

PLUR. We should, ye should, or you should, they should.

SING. I would, { thou wouldst, } or you would,
 { or wouldest } he would.

PLUR. We would, ye would or you would, they would.

May *and* might.

May and its preter Time might *are thus formed:*

SING. I may, { thou mayst } or you may, he
 { or mayest } may.

PLUR. We may, ye may or you may, they may.

SING. I might, { thou mightst } or you might, he
 { or mightest, } might.

PLUR. We might, ye might or you might, they might.

Can

Can or could.

Can and its preter Time could are thus formed:

SING. I can, { thou canst, or } or you can, he
 canest, can.

PLUR. We can, ye can or you can, they can.

SING. I could, { thou couldst } or you could,
 or couldest. he could.

PLUR. We could, ye could or you could, they could.

Must and ought

are thus formed:

SING. I must, thou must or you must, he must.

PLUR. We must, ye must or you must, they must.

SING. I ought, thou oughtest or you ought, he ought.

PLUR. We ought, ye ought or you ought, they ought.

Have and had.

Have and its preter Time had are thus formed:

SING. I have, thou hast or you have, he hath.

PLUR. We have, ye have or you have, they have.

SING. I had, thou hadst or you had, he had.

PLUR. We had, ye had or you had, they had.

Am and be,

With their preter Times was and were, are thus formed:

SING. I am, thou art, or you are, he is.

PLUR. We are, ye are, or you are, they are.

or,

SING. I be, thou be'st, he be.

PLUR. We be, ye be, they be.

G

Preter

Preter Time.

SING. I was, thou wast or you were, he was,
 PLUR. We were, ye were or you were, they were,
 or,
 SING. I were, thou wert, he were,
 PLUR. We were, ye were, they were,

LESSON XXXIX.

Q. Let me now hear you repeat the Formation of a Verb active, or an Affirmation that denotes doing, in Mood, Time, Number, and Person.

A. A Verb is said to be indefinite when it has the Sign to before it, as to learn.

Present Time.

1. When an Action is expressed emphatically, and not finish'd, or now a doing, it is thus formed:

SING. I learn, am learning, or do learn.
 Thou learnest, art learning, or dost learn.
 or

You learn, are learning, or do learn.
 He learneth, or learns, is learning, or doth or does learn.

PLUR. We learn, are learning, or do learn.
 Ye or you learn, are learning, or do learn.
 They learn, are learning, or do learn.

2. When an Action is expressed as finished, or lately done, it is thus formed:

SING. I have learned, thou hast or you have learned, he hath or has learned.

PLUR. We have learned, ye or you have learned, they have learned.

Preter Time.

1. When an Action is expressed emphatically, and not finished, it is thus formed:

I did

SING. I did learn, or was learning.

PLUR. Thou didst learn, or wast learning.

or,

You did learn, or were learning.

He did learn, or was learning.

PLUR. We did learn, or were learning.

Ye or you did learn, or were learning.

They did learn, or were learning.

2. *When an Action is expressed as just done, or finished, it is thus formed:*

SING. I learned, or have learned.

Thou learnedst, or hast learned.

or,

You learned, or have learned,

He learned, or hath learned.

PLUR. We learned, or have learned.

Ye or you learned, or have learned,

They learned, or have learned.

3. *When an Action is considered as done before some other done, or not done, but only designed, it is thus formed:*

SING. I had learned.

Thou hadst, or you had learned.

He had learned.

PLUR. We had learned.

Ye or you had learned,

They had learned.

Future Time.

1. *When an Action is to be done in a Time to come, it is thus formed:*

SING. I shall or will learn.

Thou shalt or wilt learn.

or,

You shall, or will learn.

He shall, or will learn.

PLUR. We

PLUR. We shall, or will learn,
Ye or you shall or will learn.
They shall or will learn.

2. *When an Action is considered as finished in Time to come, or to be done after another Action supposed finished, it is thus formed:*

SING. I shall or will have learned.
Thou shalt or wilt have learned.

or,
You shall or will have learned.
He shall or will have learned.

PLUR. We shall, or will have learned.
Ye or you shall or will have learned.
They shall or will have learned.

The Manner and Time of the Verb expressed in a Sense commanding or exhorting.

SING. Learn thou, or do you learn.
Let him learn.

PLUR. Let us learn.
Learn ye, or do ye or you learn.
Let them learn.

LESSON XL.

Q. *Let me hear you express the different Manners of the above Verb active, which correspond with the potential, or subjunctive Mood in Latin.*

A. 1. The Power and Liberty of the Speaker to do a Thing is expressed by *may, can, might, could.*

Present Time.

SING. I may, or can learn,
Thou mayst or canst learn.

or,

You may or can learn.
He may or can learn.

PLUR. We may or can learn.

Ye or you may or can learn.
They may or can learn.

Preter Time.

SING. I might, or could learn.
Thou mightst or couldst learn.

or,

You might, or could learn.
He might, or could learn.

PLUR. We might, or could learn.
Ye or you might or could learn.
They might, or could learn.

2. *The Inclination of the Speaker to do a Thing, or that it might be done, is expressed by would, and should, would have, should have, which have Relation both to the Time past and to come.*

would.

SING. I would learn,
Thou wouldst learn.

or,

You would learn.
He would learn.

PLUR. We would learn,
Ye or you would learn.
They would learn.

should.

SING. I should learn.
Thou shouldst learn.

or,

You should learn.
He should learn.

PLUR. We should learn.
Ye or you should learn.
They should learn.

H

should

should have.

SING. I should have learned.
Thou shouldst have learned.

or,

You should have learned.
He should have learned.

PLUR. We should have learned.
Ye or you should have learned.
They should have learned.

would have.

SING. I would have learned.
Thou wouldst have learned.

or,

You would have learned.
He would have learned.

PLUR. We would have learned
Ye or you would have learned.
They would have learned.

3. *The Necessity of a Thing to be, or to have been done, is expressed by must, and must have, and relate to the present, and past Time.*

SING. I must learn.
Thou or you must learn.
He must learn.

PLUR. We must learn.
Ye or you must learn.
They must learn.

Q. *Are there not in English certain Signs of the Subjunctive Mood?*

A. Yes; such are these, *if, unless, except, lest that, though, if so be, until,--- as, if the Boy can learn his Lesson, yet will not, he must be compelled to learn it; unless you had assisted me, I should never have done it.*

LESSON

LESSON XLI.

Q. How are Times and Moods expressed among us in a passive Signification?

A. By the perfect helping Verbs am or be, joined to a passive Participle, as, I am loved, I shall be loved.

Q. Let me hear you express an Affirmation denoting suffering. As for Example,-- How do you form the passive Verb to be heard, in Tense, Mood, Number, and Person?

*A. INFINITIVE,
To be heard.*

Present Time.

am.

*SING. I am heard.
Thou art, or you are heard.
He is heard.*
*PLUR. We are heard.
Ye or you are heard.
They are heard.*

Preter Time.

1. was.

*SING. I was heard.
Thou wast, or wert heard,
or,
You were heard.
He was heard.*
*PLUR. We were heard.
Ye or you were heard.
They were heard.*

2. have

2. have been.

SING. I have been heard.
Thou hast been heard.

or,

You have been heard.
He hath or has been heard.

PLUR. We have been heard.
Ye, or you have been heard.
They have been heard.

3. had been.

SING. I had been heard.
Thou hadst been heard.

or,

You had been heard.
He had been heard.

PLUR. We had been heard.
Ye, or you had been heard.
They had been heard.

Future Time.

1. shall or will be.

SING. I shall or will be heard,
Thou shalt or wilt be heard.

or,

You shall, or will be heard.
He shall or will be heard.

PLUR. We shall or will be heard.
Ye, or you shall, or will be heard.
They shall or will be heard.

2. shall have been.

SING. I shall have been heard.
Thou shalt have been heard.

or,

or,

You shall have been heard.

He shall have been heard.

PLUR. We shall have been heard.

Ye, or you shall have been heard.

They shall have been heard.

The Manners of the Verb expressed in a Sense commanding, or exhorting:

SING. Be thou heard.

Let him be heard.

PLUR. Be ye or you heard.

Let them be heard.

LESSON XLII.

Q. Let me hear you express the Manners and Times of the Verb, corresponding with the potential, or subjunctive Mood in Latin?

1. may or can be.

SING. I may or can be heard.

Thou mayst or canst be heard.

or,

You may, or can be heard.

He may, or can be heard.

PLUR. We may or can be heard.

Ye or you may or can be heard.

They may or can be heard.

2. might or could be.

SING. I might or could be heard.

Thou mightst or couldst be heard.

or,

You ought or could be heard.

He might or could be heard.

PLUR. We might or could be heard.

Ye, or you, might or could be heard.

They might or could be heard.

I

3. would

3. would have been.

SING. I would have been heard.
Thou wouldst have been heard.

or,

You would have been heard.
He would have been heard.

PLUR. We would have been heard.
Ye or you would have been heard.
They would have been heard.

4. should have been.

SING. I should have been heard.
Thou shouldst have been heard.

or,

You should have been heard.
He should have been heard.

PLUR. We should have been heard.
Ye or you should have been heard.
They should have been heard.

5. must have been.

SING. I must have been heard.
Thou or you must have been heard.
He must have been heard.

PLUR. We must have been heard.
Ye or you must have been heard.
They must have been heard.

CHAP. X.

Of Participles.

LESSON XLIII.

Q. *WHAT is a Participle?*

A. A Part of Speech derived of a Verb, and often put before a Substantive just like an Adjective.

Q. *Are*

Q. *Are not Participles, properly speaking, Nouns-Adjectives?*

A. They are used as Adjectives; yet having Relation to the Verbs from whence they come, we find them frequently to signify *doing* or *suffering*, and express *Time* as the Verbs do.

Q. *How many Participles are there in the English Tongue?*

A. Two, called the *active* and *passive* Participles.

LESSON XLIV.

Q. *How know you the active Participle?*

A. By its ending in *ing*, and it has an *active* Signification; as *Learning*.

Q. *How know you the passive Participle?*

A. Because it ends in *ed*, and has a *passive* Signification; as *loved*.

Q. *Is not the active Participle used, at Times, as a Substantive?*

A. Yes; as a good *Understanding*; an excellent *Writing*.

Q. *When are Participles used as Adjectives?*

A. When they have no respect to *Time*; when they are connected with Substantives; and if they may be compared; as in these Examples, a *Learned Man*,--- a *Writing Desk*,--- no Man is more *hated*.

CHAP. XI.

Of Particles.

LESSON XLV.

Q. *What are Particles?*

A. Certain little Words, or Manners of Words.

Q. *What their Uses?*

A. They denote some Circumstance, Manner, or Quality of an Action; or they express the Relation and Dependance that one Person or Thing bears to another; or they connect Sentences together.

Q. *Under what Parts of Speech may Particles be ranged?*

A. Under

A. Under the four last, namely, *Adverb, Conjunction, Preposition, Interjection.*

LESSON XLVI.

Q. What is an *Adverb*?

A. A Word that denotes some Circumstance, Manner, or Quality of the Words to which they are joined.

Q. To what Sorts of Words are *Adverbs* joined?

A. To *Verbs, Participles, Adjectives*, and to other *Adverbs*.

Q. Give me some Examples of *Adverbs* joined to *Verbs*?

A. He reads well. He behaves ill. William sits there. You shall write To-Morrow.

Q. Give me some Examples of *Adverbs* joined to *Participles*?

A. I have been twice disappointed. A Man truly fearing God. He is not living. The Play of Cato was acted here.

Q. Give me some Examples of *Adverbs* joined to *Adjectives* and other *Adverbs*?

A. You are always diligent. Charles is prudently generous. George is very fortunate. James is indeed rather crafty than wise. He comes seldom hither.

LESSON XLVII.

Q. Are there not several Kinds of *Adverbs*?

A. Yes; *Adverbs* of Time; as *To-day, henceforth, not yet.*--- Of Place, as *where, whither, here.*--- Of Number; as *once, rarely, often.*--- Of Order; as *secondly, last of all.*--- Of Quantity; as *enough, how many.*--- Of Affirming; as *yes.*--- Of Denying; as *no, not.*--- Of Doubting; as *perhaps, peradventure.*--- Of Certainty; as *truly, verily, indeed.*--- Of Comparison; as *how, as so, much more, very, lest.*--- Of Quality; as *bravely, nobly, rightly, mercifully, prudently.*

Q. What are *Conjunctions*?

A. Particles that join Sentences together; as *my Father and my Master both love me.*

Q. Let me hear you repeat the *Conjunctions* most frequently used?

A. And

A. And, also, so as; nor, neither, but, unless, nevertheless, however, otherwise, if, save, except, though, or tho', although or altho', as, namely, to wit, why, wherefore, for, because, that, therefore, whereas, since, likewise, thereupon.

LESSON XLVIII.

Q. How do you divide these Conjunctions?

A. They may be divided into, Conjunctions copulative; as and, also, nor, neither, both.--- Disjunctive; as or, whether.--- Of Opposition; as but, nevertheless, however.--- Of Exception; as unless, otherwise.--- Conditional; as if, but if.--- Of Doubting, as whether.--- Concessive; as though, although.--- Declarative: as namely, to wit, for Example.--- Casual; as for, that, because, therefore, since, whereas, likewise, thereupon, &c.

LESSON XLIX.

Q. What is a Preposition?

A. A Part of Speech joined in Composition; or set before a Word, to shew its Reference, and Relation to another Word; as John went to School. Mary came from Church before Twelve o'Clock. Harry lives in the Town. Nancy went through the Hall.

[OF]--- Q. What does the Preposition of relate to?

A. It points out the Relation or Respect that the Word which goes before has to the Word that follows; as the Son of the Earl, or the Earl's Son.

It signifies concerning, or the Object about which you speak or write; as a Book of Geography, or concerning, or on Geography.

The Matter; as a Cup of Gold.

The Means; as to die of Hunger.

The Cause; as to die of a Consumption.

The Possessor; as the Throne of the King.

The Quality of a Person or Thing; as a Man of Honour.

Among; as of four Persons three were slain.

From; as Chichester lies South of London.

K

[OFF]--- What

LESSON L.

[OFF]--- Q. *What does off (spelt with ff) relate to?*
A. It signifies Separation and Distance; as She stood off to Sea. Delay; as he puts me off from Day to Day. It signifies, when used with its opposite on, Inconstancy; as he is off and on with me.

LESSON LI.

[TO]--- Q. *What does the Preposition to denote?*
A. Motion to a Place; as he went to London;---from Head to Foot.
Relation; as favourable to the Court;---faithful to his Promise;---like to me.
In; as To-Day, in this Day,
For; as she had a Thousand Pounds to her Fortune.
Before; as I will speak it to his Face.
About, or concerning; as I will now speak to the Matter we begun upon.
Capacity, or Aptitude; as Wine fit to drink;---he is qualified to undertake the Business.
Design or Intent; as I have somewhat to do.
Use; as a Mill to grind Coffee.
Towards; as your Kindness to me is great.
Till, or untill; as the Parliament is prorogued to November.
Comparison; as he is nothing to Hector, or in Comparison of Hector.
May or Can; as I have no one to befriend me.
This Preposition is frequently not expressed both in speaking and writing; as tell me, give me, near me, send me my Book. He lent me a Sum.

LESSON LII.

[FOR]--- Q. *What does for relate to?*
A. It denotes End, Purpose, or Use; as Jacob bought a Horse for his Brother. He writes for his Bread. To fight for his Country.

Fitness

Fitness or Inconvenience ; as my House is too little for me. The Coat is too large for me.

Exchange ; as I gave him two Glasses for one.

In Place, or instead of ; as the Captain did Duty for his Brother-Officer. I will be Surety for him.

Distribution ; as the Constable made out Billets for every Soldier.

In Regard, or Consideration of ; as William was paid enough for his Labour. James lived too high for his Income, I will do it for your sake,

During ; as his Place is for Life.

Notwithstanding ; as for all his Blustering he is a Coward.

In Favour of ; as I did it for your Interest.

Agreement or Help ; in Opposition to against ; as William is for me, Thomas against me.

In Quality of ; as I have hired him for a Footman. I did not take him for a Gentleman.

Because of, or by Reason of ; as he will be hanged for the Crime of Forgery.

As or to be ; as he was sent for a Ransom.

Concerning and about ; as for me ; --- as for that Matter.

LESSON LIH.

[FROM]--- Q. *What does from denote ?*

A. *Motion from a Place* ; as, he went from School ; --- he went from London to Bath.

The Beginning of Time ; as from his Birth.

The Original of Things ; as he is descended from the noble Family of the Richmonds.

The Order of a Thing ; as from first to last ; --- from henceforth.

It signifies *off* ; as I took him from the Ground.

LESSON LIV.

[BY]--- *What does by serve to denote ?*

A. *The efficient Cause of a Thing or Action* ; as by the Word of the Lord were the Heavens made.

The

The *Motive* which makes one do a Thing; as he was influenced by his Avarice.

The *Means* by which an Action is done; as the Letter came by the Post;---he gained the Victory solely by his Conduct.

In; as by Day;---by Night.

Besides; as by the Mark.

At; as how came you by that Book.

[WITH]--- Q. *What does with relate to?*

A. *Conjunction* or *Union*; as the French King is in League with the Emperor.

Mixture; as Wine with Water is a pleasant Liquor.

Society; as I shall dine To-Day with my Friends.

Opposition, or *against*; as the English are at War with the Spaniards.

The *Instrument*; as he was killed with a Shot from the Enemy.

The *Means*; as with the Grace of God I shall succeed;--- with such a Sum I should be content.

The *Manner* of being or doing; as he treated me with Contempt;--- he spoke two Hours with great Eloquence.

LESSON LV.

[IN, or INTO]--- Q. *What does in or into serve to denote?*

A. *Time*; as in the Spring;--- in the Night.

Place; as in the City;--- into the Country.

The *Manner* of thinking, being, and doing, with the *Postures* and *Dispositions* of the Body; as to be in a suppliant Posture;--- he is in good Health;--- to be in Fear,--- in Doubt,

External Circumstances; as rich in Land;--- he is in favour with the Great.

The *Motive*; as he works in Hope.

Manner of Change; as Christ turned Water into Wine.

Among; as God is not in all his Thoughts.

Against; as he run his Hat in, or into my Eye.

LESSON

LESSON LVI.

Q. *What is an Interjection?*

A. A Part of Speech used to express a sudden Motion of the Mind, or certain Passions of the Soul; thus,

Admiration is expressed by heigh! lo! behold!

Doubting or Considering, by hem! hy!

Despising, by pish! phough! thy! tush!

Joy or Laughter by ha, ha, he!

Sorrow by O! ah! alas! woe's me!

Hate and Anger by vaugh! haugh! phy! foh!

Exclaiming, calling, or crying out, by Oh! soho! whoop!

Silencing, by ft, hush, whist.

Attention, or bespeaking it, by ho! ha! O yes! Oh! hark!

Surprize, By heigh! ha! aha! hah!

Wonder, by strange! how!

CHAP. XII.

Of Particles used in Composition.

LESSON LVII.

Q. *With what are Words in the English Language compounded?*

A. With *Prepositions, Terminations*, and other Parts of Speech; as *be-come, love-ly, an ill-Deed*.

Q. *Are not two Kinds of Prepositions used to make compound Words?*

A. Yes; *some* that may be used *alone*, and others *only* in Composition; as *over-come, un-worthy*.

Q. *Are not some of the Latin and Greek Prepositions used in Composition of English Words?*

A. Yes; as in the following Examples: to *obtrude*, --- to *intervene*, --- *extravagant*.

Q. *What Sense do Particles convey in Composition?*

A. For the most Part the same as in Separation; but

L

they

they take from, add to, lessen, or increase the simple Signification.

Q. Name some of the English Prepositions and Terminations applied in Composition.

A. *be, fore, mis, over, up, --- ly, full, less, some, &c.*

Q. Let me hear from you a general Explanation of these Particles?

LESSON LVIII.

[A]--- Is sometimes superfluous; as *abide, arise, and* sometimes signifies *on* or *in*, as *ashore, afoot, a-days, a-nights.*

[BE]--- Signifies as much as *by*, or *about*; as *belide, to besmear, to besprinkle.*

It signifies *in*, as *betimes*. It signifies *for* or *fore*; as *to bespeak*; and it is frequently superfluous, as *to bemoan*.

[FOR]--- Denies or deprives; as *to forbid, to forswear, to forsake.*

[FORE]--- Signifies as much as *before*; as *forewarned, to foresee, to forestall.*

[MIS]--- Is generally used in a bad Sense, and denotes *Defect* or *Error*; as *to mistake, to misuse, to misapply.*

[OVER]--- Denotes *Superiority* or *Excess*; as *to overrule, to over-come, to overdo.*

[OUT]--- Signifies *Superiority* or *Excellency*, or *Excess*, as *to outdo, to outrun, to outgo.*

[UN]--- When joined to *Adjectives* signifies *not*, but when put before *Verbs* it signifies *undo*, or *to destroy* what has been already done; as *unpleasant, unlike, unworthy, to unravel, to unsay, to unstring.*

[UP]--- Denotes *Motion upwards*, or *Place* or *Things* that lie *upwards*, as *upside, uplaid, upright.*

[WITH]--- Signifies *against*, and *from*, or *back*; as *to withstand, to withhold, to withdraw.*

LESSON LIX.

[LY]--- Is a Termination joined to *Adjectives*, sometimes to *Substantives*, and forms *Adverbs* denoting *likeness*?

ness; as *godly*, *worthily*, *Earthly*, *Heavenly*.

[FUL]--- Joined to *Substantives* forms *Adjectives*, signifying fulness, as *youthful*, *joyful*, *fearful*.

[SOME]--- Conveys much the same Sense as *full*; as *lightsome*, *toilsome*, *wholesome*.

[LESS]--- Added to *Substantives* forms *Adjectives*, signifying want; as *worthless*, *fearless*, *careless*.

[ISH]--- Joined to *Adjectives* lessens the Signification; as *greenish*, *softish*, *poorish*.

LESSON LX.

[ABLE]--- Neither *increases* nor *lessens* the Signification; as *agreeable*, *commendable*, *reasonable*; and the same may be observed of the following Terminations:

AL)	as, Tryal.	EN)	as, harden.
ATE)	fortunate.	ER)	Giver.
ANCE)	Performance.	ESS)	Countess.
ISM)	Atheism.	NESS)	Coldness.
ING)	spending.	OUS)	famous.
IST)	Artist.	Y)	worthy.
IZE)	civilize.	ARY)	Tributary.
ED)	loved,		

LESSON LXI.

[SHIP]--- Signifies Office, Employment, or Condition; as *Kingship*, *Lordship*, *Fellowship*.

[DOM]--- Signifies *Power* and *Dominion*; as *Papedom*, *Kingdom*, *Dukedom*.

WICK and RICK } Have much the same Signification as the above; as *Bailwick*, *Bishoprick*.

HOOD and HEAD. } Denote State, Condition, or Quality; as *Widowhood*, *Falshood*, *Godhead*.

LESSON LXII.

Q. Let me hear you explain the *Prepositions* borrowed from the *Latin Language*?

A, The *Latin Prepositions* used in the Composition of *English*

English Words are as follow :

[AB or ABS]--- Signifies either *Excess* or *Separation*; as to *abstain*, to *abolish*, to *abdicate*.

[AD]--- Signifies *to* or *at*; as *adjacent*, *Adverb*, *Advocate*.

[ANTE]--- Signifies *before*; as *antedate*, *Antedeluvian*.

[CIRCUM]--- Signifies *about*; as *circumspect*, *Circumlocution*.

[CON]--- From *cum*, signifies *with*, or *together*; as *Convocation*, *Commerce*, *Colloquy*.

LESSON LXIII.

[CONTRA]--- Signifies *against*, *Opposition*, or *Contrariety*; as to *contradict*, *contraband*.

[DE]--- Signifies *Motion from*, as to *deduce*, *decant*, *decamp*.

[DI]--- Has no particular Signification, as to *direct*, *diminish*.

[DIS]--- Signifies *Difference*, *Separation*, or *Diversity*, and gives a Sense contrary to the Word it is compounded with; as to *disagree*, *Disadvantage*, *dislike*.

[E or EX]--- Signifies *out*; as *Event*, *eject*, *extinguish*, *elude*, *exhibit*.

[ENTER]--- Comes from the Latin Word *Inter*, and signifies *between*; as *Entrance*, *Enterprize*.

LESSON LXIV.

[EXTRA]--- Signifies *beyond*, and *over and above*; as *extravagant*, *extraordinary*.

[IN]--- Denotes *Privation*, or signifies *not*; as *Injustice*, *inhuman*, *innocent*.

It also signifies *into*, *in*, or *with*; as to *ingender*, to *implant*, to *imbibe*.

Sometimes it signifies the Impression by which one Thing receives such or such a Form; as to *inrage*, to *intrance*.

It likewise marks the Action by which one Thing comes to be put into another; as to *inclose*, to *invelope*, *inroll*, to *infuse*.

[EN]

[EN]--- Comes from the French, and is often used in Composition; as to *encourage*, to *enquire*, to *endear*.

[INTER]--- Signifies *between*; as *Interval*, to *intervene*, *Interdict*.

[INTRO]--- Signifies *within*; as to *introduce*.

[OB]--- Signifies *against*; as *Obstacle*, to *oppose*, *obstinate*.

LESSON LXV.

[PER]--- Signifies *through*, and denotes *Excellency* or *Excess*; as to *perforate*, *persecute*, *perfect*.

[POST]--- Signifies *after*; as *Postscript*, *posthumous*, *postpone*.

[PRE]--- Signifies *before*; as *Preface*, *premeditate*, *pre-engaged*.

[PRO]--- Signifies sometimes *for* or *forth*; as to *pronounce*, *propose*, *Prolocutor*.

[PRETER]--- Signifies *against*; as *preternatural*.

[RE]--- Signifies *again*, and implies a repeated Action; as to *repeat*, to *relapse*; to *rebound*, to *repulse*.

LESSON LXVI.

[RETRO]--- Signifies *backwards*; as *retrospect*.

[SE]--- Is used for *sine*, *without*, or *seorsum*, *by itself*; as *secrete*, *separate*, *seclude*.

[SUB or SUBTER]--- Signifies *under*; as to *subscribe*, to *subvert*, *subduct*, *subterfuge*.

[SUPER]--- Signifies *upon*, *over*, or *above*; as *Superfcription*, *superfine*, *superficial*.

[TRANS]--- Signifies sometimes *over*, or *beyond*; as to *transport*, to *transgress*; sometimes a moving from one Place to another; as to *transplant*, to *transpose*; and sometimes it denotes the changing of one Thing for another; as to *transform*, *transfigure*, *Transubstantiation*.

LESSON LXVII.

Q Explain to me the Greek Prepositions used in the
M Composition

Composition of English Words?

A. The chief of these are as follow :

[A]--- Signifies *Privation* or *not* ; as *anonymous*, *Anarchy*.

[AMPHI]--- On every Side ; as *Amphitheatre*.

[ANTI]--- *Against* ; as *Antagonist*, *Antichrist*.

[HYPER]--- *Over*, or *above* ; as *Hypercritic*, *Hyperbole*.

[HYPO]--- *Under* ; as *Hypothesis*.

[META]--- Signifies *beyond*, or the changing one Thing into another ; as *Metaphor*, *Metamorphosis*.

[PERI]--- *About* ; as *Perigrination*.

[SYN]--- *With* or *together* ; as *Synod*, *Syntax*, *Synagogue*.

C H A P. XIII.

Orthographical Directions.

1. **L**ET the first Word of every Book, Epistle, Note, Bill, Verse, (whether it be in Prose, Rhyme, or blank Verse) begin with a *Capital*.
2. Let *proper Names* of Persons, Places, Rivers, Mountains, &c. begin with a Capital, also all appellative Names of Professions, Callings, &c.
3. It is esteemed ornamental to begin every Substantive in the Sentence with a Capital, if it bear some considerable Stress of the Author's Sense upon it, to make it the more remarkable and conspicuous.
4. Substantives only, whether common, proper, or personal, may begin with a Capital, except in the Beginning, or immediately after a full Stop.
5. Qualities, Affirmations, or Particles, must not begin with a Capital, unless such Words come immediately after a Period ; then they begin with a Capital.
6. If any Saying or Passage out of an Author be quoted in his own Words it begins with a Capital, though not immediately after a Period.
7. When Capitals are used in whole Words and Sentences, something is expressed extraordinary great. They
are

are also used in the Titles of Books for Ornament 'Take,
 8. The Pronoun I, and the Interjection O, must always be written with a Capital.

C H A P. XIV.

Cardinal and Ordinal Numbers expressed by Figures and Roman Capitals.

<i>Ordinal.</i>	<i>Cardinal.</i>	<i>Figures</i>	<i>Rom. Cap.</i>
First	One	1	I.
Second	Two	2	II.
Third	Three	3	III.
Fourth	Four	4	IV.
Fifth	Five	5	V.
Sixth	Six	6	VI.
Seventh	Seven	7	VII.
Eighth	Eight	8	VIII.
Ninth	Nine	9	IX.
Tenth	Ten	10	X.
Eleventh	Eleven	11	XI.
Twelvth	Twelve	12	XII.
Thirteenth	Thirteen	13	XIII.
Fourteenth	Fourteen	14	XIV.
Fifteenth	Fifteen	15	XV.
Sixteenth	Sixteen	16	XVI.
Seventeenth	Seventeen	17	XVII.
Eighteenth	Eighteen	18	XVIII.
Nineteenth	Nineteen	19	XIX.
Twentieth	Twenty	20	XX.
Twenty-first	Twenty-one	21	XXI.
Twenty-second	Twenty-two	22	XXII.
Twenty-third	Twenty-three	23	XXIII.
Twenty-fourth	Twenty-four	24	XXIV.
Twenty-fifth	Twenty-five	25	XXV.
Twenty-sixth	Twenty-six	26	XXVI.
Twenty-seventh	Twenty-seven	27	XXVII.

Twenty-eighth

<i>Ordinal.</i>	<i>Cardinal.</i>	<i>Figures</i>	<i>Rom. Cap.</i>
Twenty-eighth	Twenty-eight	28	XXVIII.
Twenty-ninth	Twenty-nine	29	XXIX.
Thirtieth	Thirty	30	XXX.
Fortieth	Forty	40	XL.
Fiftieth, &c.	Fifty	50	L.
	Sixty	60	LX.
	Seventy	70	LXX.
	Eighty	80	LXXX.
	Ninety	90	XC.
	One Hundred	100	C.
	One Thousand	1000	M.

F I N I S.



